DOCUMENT RESUME

ED 347 148 SP 033 924

AUTHOR Barnett, Don C.
TITLE Survey of the Internship Program at the Universi*y of Saskatchewan. Monograph No. 8.
INSTITUTION Saskatchewan Univ., Saskatoon. Coll. of Education.
PUB DATE Feb 92
NOTE 26p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Cooperating Teachers; Elementary Secondary Education; Foreign Countries; Higher Education; Inservice Teacher Education; Learning Strategies; Professional Recognition; Program Content; *Program Evaluation; Program Guides; Questionnaires; School Visitation; *Student Teacher Supervisors; *Student Teaching; Surveys; Teacher Education Programs
IDENTIFIERS Information Overload; Saskatchewan; *Task Structure Design; University of Saskatchewan (Canada)

ABSTRACT

Interns (N=128) and cooperating teachers (N=142) in the University of Saskatchewan teacher education internship program were surveyed to determine their perceptions of various program components. The survey focused primarily on four inservices scattered throughout the practicum, which presented teaching tasks in smaller, more manageable components to prevent information overload. Between inservices, student teachers focused on and practiced a limited area of teaching rather than attempting to cope with the total spectrum. College supervisors visited schools after each inservice. A questionnaire was distributed near the end of the term which enabled interns and teachers to reflect upon the revised Internship Manual, the Bates Award, recognition to cooperating teachers, and school visitations. Results suggest that interns and teachers perceived the manual positively due to its many references and guidelines; the Bates Award for outstanding performance was questioned; the intrinsic reward of working with interns was considered sufficient recognition for cooperating teachers; and school visitations by college supervisors were perceived positively. A copy of the questionnaire "Feedback on the Internship Program" is appended. (LL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D.C. Barnett

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

TABLE OF CONTENTS

Introduction	4
Sample	5
Perceptions of the Inservices	5
The Internship Manual	8
Bates Award	10
Supervision in the Schools	13
Recognition for Teachers	14
Conclusions and Recommendations	16

Abstract

A survey of interns and cooperating teachers in the University of Saskatchewan teacher education internship program was conducted to determine perceptions and views on the inservices, the revised Internship Manual, the Bates Award, recognition to cooperating teachers, and the school visitations following each of the inservice sessions. Responses indicated that interns and teachers perceived their participation in all components of the program to be very valuable. Twenty-six components of the three inservice sessions were assessed, and means ranged from 3.25 to 4.50 on the five-point scale between "not valuable" and "very valuable". The 150 page manual was viewed positively due to its many references and guidelines, although some editing was suggested. The value of the Bates Award for outstanding performance was questioned by many respondents. The intrinsic reward of working with interns appeared to be sufficient recognition for the efforts of cooperating teachers, although the idea of some course credit or reduced tuition received support. School visitations by college supervisors following each inservice session were perceived positively.

ABOUT THE AUTHOR...

Don C. Barnett is Professor of Education in the College of Education, University of Saskatchewan. He is the Academic Coordinator of the Center for School-Based Programs which coordinates research, publications, and program requirements of the practicum in the teacher education program.

SURVEY OF THE INTERNSHIP PROGRAM AT THE UNIVERSITY OF SASKATCHEWAN

Introduction

A survey of interns and cooperating teachers was conducted during the fall term, 1990. The purpose of the survey was to determine perceptions and views on various components of internship in the teacher education program. The survey focused primarily on the four inservices scheduled throughout the term.

The 16 week practicum in the teacher education program was designed for third and fourth year students. The inservice program presented various aspects on teaching in smaller, more digestible components to prevent information overload. The intervening time between the inservices allowed interns to focus on and practice a limited area of teaching rather than attempting to cope with the total spectrum. College supervisors were scheduled to visit schools after each of the inservices.

A questionnaire (see Appendix A) was distributed near the end of the term which enabled interns and teachers to reflect upon their mutual experiences after participating in the entire program. The questionnaire focused on the various components of each of the four inservices. These included items such as: participation in the communication exercises, practising the supervision cycle of pre- and postconferencing, classroom management, assessment in the mid-term evaluation, and several teaching skills such as questioning and responding. Other questions asked for feedback on the revised Internship Manual, the Bates Award, recognition for cooperating teachers, and the school visitations following each of the inservice sessions.

Sample

There were 128 interns and 142 cooperating teachers who participated in the survey.

Perceptions of the Inservices

Figure 1 summarizes the mean for each of the items related to the four inservices. The means were rounded off to two decimal points.

With an over-all rating of 4.3 on the five-point scale in the questionnaire, it appears that both interns and their cooperating teachers perceived their participation in the internship program to be very valuable. Responses to the items on the four inservices clustered in the center part of the scale -- between three and four. The responses ranged from a high of 4.5 in respect to the mid-term evaluation to a low of 3.25 on the viewing of the video tape on the supervision cycle. Even the lowest rated component of the inservices -- the video tape -- was rated on the "very valuable" half of median in the 5-point scale. Although the video tape received criticism from some college supervisors, it appears that it held some value for interns and teachers. This criticism may arise from the repetitive viewing of the video tape each year as much as from the quality of the taped presentation per se. This supports the need to change some components of the inservices if they have become too repetitive for cooperating teachers and college supervisors who have seen or experienced them several times previously. Although individual responses ranged from 0 (not worthwhile) to 5 (very valuable), responses for the group tended to be clustered toward the "very valuable" end of the scale. This suggests that the inservices, in general, were perceived to be valuable experiences.

MEANS OF RESPONSES ON COMPONENTS
OF THE INSERVICES BY TEACHER AND INTERNS
N=270

Component	Mean
Inservice #1	
Professional Attributes	3.60
Dialogue in Pairs	4.00
Classroom Management	3.75
Lesson Planning	3.70
Unit Planning	3.50
Video of Supervision Cycle	3.25
Supervision Cycle	3.50
Pre/Post Conferencing	3.75
Data Collection	3.90
Peer Discussions	4.10
Contract Internship	3.90
Inservice #2	
Manual on Classroom Management	3.50
Action Plan	3.80
Incidents on Classroom Management	3.90
Data Collection on Classroom Management	3.85
Inservice #3	
Manual on Questioning	3.85
Manual on Responding	3.75
Personal Script on Questioning	3.75
Personal Script on Responding	3.80
Data Collection Questioning/Responding	3.85
Mid-term Evaluation	4.50
Models of Instruction	3.50
The "Unreached" Student	3.90
Action Plan	3.90
Final Evaluation	4.25
Overall Participation	4.30

Fig. 1

There were no significant differences in the perceptions toward the inservices between the interns and their cooperating teachers. Also, no significant differences were found among the perceptions of those at elementary, middle years, or secondary levels between interns and teachers. Within the context of the five-point scale in the questionnaire there appears to be no practical significance in the differences between the means on the various items for the two groups of respondents.

A broad variety of comments were offered in regard to the inservices. Scheduling more classroom management in the first inservice, offering a separate inservice to familiarize interns with the manual and the program, and a separate inservice for teachers working with native interns were suggested. One inservice prior to the beginning of the internship period was recommended. This would enable interns and their college supervisors to meet and become oriented to expectations in the program. A separate time for meetings with interns and cooperating teachers during the inservices was recommended as well.

A few responses indicated that the inservices were long and dry. They lacked spark and an activity-oriented workshop format. Long episodes of reading from the internship manual by the college supervisor were criticized. Repetitive information found in the manual was regarded as unnecessary. Less time was needed to be devoted to the planning of lessons and units because interns appeared to be familiar with this aspect of teaching. Less time needed to be spent on the Common Essential Learnings of the Saskatchewan CORE curriculum because teachers had participated in inservices on this topic, and the interns appeared to have been given some information in this area during college classes prior to internship. Topics such as stress management and time management were suggested for future inservices. Although the numerous individual comments should be given credence, they must be reflected upon within the context of the over-all assessment of the inservices

noted on the 0-5 scale which had a mean of 4.3. A number of negative comments were made by some cooperating teachers who had worked with interns previously. Some experienced cooperating teachers recommended that optional attendance at the inservices be made available for them. A few comments such as "too much time was spent on the workshops for what teachers and interns got out of them" were noted. A small number of respondents suggested that the first session should be mandatory, but the remaining inservices should be optional. Greater focus on practical teaching ideas was recommended as well.

These varied comments suggest that some consideration for experienced cooperating teachers might be incorporated into the inservices. Can these teachers participate in a leadership role during some of the inservices? The logistics of planning any leadership role is a major hurdle in a large program spread across vast distances. Nevertheless, advance education techniques (eg. electronic mail, videotape mail exchange, postal services, and/or interactive video) may offer potential alternatives.

Again, it should be emphasized that, although numerous important recommendations were offered, the general response to the inservices ranged from "valuable" to "very valuable". One response, for example, stated that "the inservices answered all my questions and made me feel secure". The range of individual written comments appeared to reflect the broad spectrum of diversity which exists in each unique classroom teaching situation. It appears that some adjustments may be warranted, although no wholesale changes appear to be essential at this point in time.

The Internship Manual

The 1990 Internship Manual had been used in the program for several years. The 150 page manual described: regulations and expectations; the roles of interns,

teachers, principals, and college supervisors; the model for supervision with pre and post conferences between interns and teachers; and the purposes and procedures of the inservice programs. The evaluation form, "The Guide to Intern Growth" was included, and each section of this form was described in detail in various sections of the manual. In addition to characteristics of professional attributes, the manual described specific teaching behaviors on planning, presenting lessons, questioning/responding skills, and classroom management. Procedures for teachers to record written descriptions of the numerous teaching behaviors of interns were included in the manual as well.

On the 0-5 scale, a mean of 3.75 was found in reference to the clarity of information in the manual. With a mean of 3.5 which fell within the middle of the scale between "too small" and "too large", it appeared that size of the manual was adequate.

When interns and teachers wrote responses to "what things should be omitted?", three responses frequently were noted. First, advice was given that the manual was "too wordy" and should be condensed in many places. Second, the repetitive lists of teaching behaviors and detailed samples of work should be reduced or omitted. Third, the underlying message in the manual appeared to be negative rather than positive. It tended to emphasize what interns were doing wrong rather than what they were doing right. Other frequent comments were that explanations of theory, references and appendices, and an explanation of the Johari Window were not needed.

Some responses suggested that the information on classroom management needed to be amplified. Information on handling particular management problems should be included. Information on teaching native students, handling student assignments, multi-grade classrooms, mainstream students, methodology pertinent to subject areas, and incorporation of the Common Essential Learnings in the

curriculum into the planning and teaching sections of the manual would be valuable additions. Recommendations for a greater focus on students rather than on teaching behaviors were made. Self analysis check lists periodically throughout the term would be helpful as well.

Most comments about the internship manual were positive. Frequently it was referred to as "an excellent reference for interns and cooperating teachers". The current manual appeared to provide an important base upon which continual adjustment and revision could be accomplished.

Bates Award

The Bates Award, named in honor of former Associate Dean of the College of Education Joseph Bates, is presented to interns who achieved an "outstanding performance" in the internship. The award has been a controversial one in the sense that it is difficult to identify and assess criteria for the award which are acceptable to everyone. Should they be based on classroom teaching performance only? Is involvement in extra-curricular activities and community activities essential? Which are the most important attributes in defining a "good" teacher? Who defines these attributes? How are they assessed?

Figure 2 indicates the proportion of teachers and interns who felt that the Bates Award should be continued. A higher proportion of interns and teachers indicated "yes" rather that "no" to continuing the Bates Award. However, the highest proportion (42%) replied that they either "did not know" or "did not care". Nearly half (46%) of teachers and over one-third of the interns said "don't know/don't care".

SHOULD THE BATES AWARD BE CONTINUED?
(percent)

	Interns	Teachers	Interns and Teachers
Yes	43	32	37
No	20	22	21
Don't Know Don't Care	37	46	42
	100	100	100

Fig. 2

A higher proportion of interns than teachers (43% versus 32%) indicated that the award should be continued. This may be understandable since interns are the ones receiving the award and are faced with the future prospect of entering a competitive job market.

The highest proportion of respondents fell into the "don't know/don't care" category. The wording of the question made it difficult to determine whether this response could be assessed as negative or positive. If respondents perceived the question to mean "don't know and don't care, then it may be interpreted that a maximum of 63% of the respondents felt negatively about the award. However, if some respondents perceived the question to mean "don't know or don't care", then it is not possible to determine the proportion of the responses in this category which were negative or positive.

Respondents' positive comments provided several recommendations for the Bates Award. These were: a small percentage of interns should receive the award, but more than one student should be able to win it. The award(s) need not be given

every year. More than one award should be given in each category - elementary, middle years, and secondary. Objective and uniform criteria should be clearly communicated to everyone. The criteria should include items such as ability, performance, uniqueness, creativity, personal commitment, evidence of planning, and involvement in extra-curricular activities.

Who should select candidates for the award? A broad range of responses were given. These included: the college supervisor alone; the cooperating teacher alone; the college supervisor and cooperating teacher working together; the cooperating teacher, college supervisor, and principal; an independent panel--but only if this panel could observe all interns, or at least those interns recommended for the award; and someone assigned to observe all interns. Perhaps this varied range of suggestions on who should select interns for the award reflects the difficulty in offering such an award.

A substantially greater number of negative comments than positive comments were written about the Bates Award. Many of these comments were strongly worded. Numerous comments expressed the view that, even if the idea of the Bates Award had merit, administration of this award in a fair manner was not possible because of the unavoidable subjective and political nature of the situation. Too frequently winners were those who had teachers who knew the proper channels and promoted the winning of the award by their interns. Selection criteria were too easily affected by the personal relationships among cooperating teachers, interns, and college supervisors. In some cases nomination for the award was merely an ego trip for the teacher and/or the intern. It was impossible to compare interns fairly because everyone was not seen by the same supervisor or evaluation team. The award depended too much on the circumstances and conditions relevant to internship, and these varied drastically in terms of types of students and schools to which interns had been randomly assigned. For example, a strong intern could

appear to be struggling with problems because he/she had been assigned a very difficult class to teach. Similarly, a "weak" intern could look average or above average if assigned a small class of "good" students.

The view that awards like the Bates have no place in teaching was expressed by some respondents. The rewards for teaching should be intrinsic. There were no external rewards in teaching, so why was a different practice characteristic of the internship program? The objective of internship was to develop teaching skills, not run for awards. The creation of a sense of negative competition among interns was not justifiable. Views were expressed that interns experienced enough stress without the additional pressure of the Bates Award. The award appeared to serve the interests of a minority of people at the expense of time and added pressure for others.

Several comments referred to the "staying power" of Bates Award recipients. Some suggested that the award should be given after two years of successful teaching. Two respondents described former Bates Award winners as "the worst teachers I have ever encountered".

Supervision in the Schools

In the program, college supervisors were scheduled to visit each intern after each of the four inservices. The follow-up visits focused on themes included in each of the previous inservices. For example, inservice #1 focused on planning and the writing of a "contract" for internship. In the follow-up visit, college supervisors checked and discussed lesson planning and the tentative list of plans written in the "contract". After the inservice which included questioning and responding, college supervisors focused their lesson observations on interns' questioning and responding skills.

As indicated in figure 3, the majority (76%) of interns and cooperating

teachers felt that the follow-up visits by the college supervisors were adequate.

WAS THE FOLLOW-UP SUPERVISION IN SCHOOLS ADEQUATE?
(percent)

	Interns	Teachers	Interns and Teachers
Yes	75	77	76
No	11	8	9
Don't Know Don't Care	14	15	15
	100	100	100

Fig. 3

There were many positive comments which referred to the knowledge, diplomacy, and support of the college supervisors. Few written comments on the supervision by college supervisors were negative. Some comments, however, suggested that more time be made available for college supervisors to visit the schools. A few comments suggested that the college supervisor should be more visible among teachers and the school staff, and some time should be devoted to visiting the school administration.

Recognition for Teachers

How, or should, cooperating teachers be recognized for their work with interns? As indicated in figure 4, one-third of the respondents felt that the intrinsic reward in helping young people enter the teaching profession should be sufficient. Although half the teachers felt this was sufficient, only 12% of the interns were

satisfied with merely intrinsic reward for their cooperating teachers. Approximately 40% of the interns felt that recognition in the form of a certificate of appreciation, a special tea for cooperating teachers, a thank you letter, or some other form of token recognition would be appropriate. Over one-third and of the teachers and interns felt that reward via some form of university class credit would be appropriate.

HOW SHOULD COOPERATING TEACHERS BE RECOGNIZED?
(percent)

	Interns	Teachers	Interns and Teachers
Intrinsic Reward	12	51	32
Token Recognition	41	9	25
Class Credit	20	20	20
Class Choice	17	12	15
Other	3	8	5
Incomplete	7	0	3
	100	100	100

Fig. 4

The question arises: Would providing some form of university course credit detract from the view that working with an intern is a professional responsibility? One view is that indeed this may occur. A teacher may feel no professional

commitment to internship unless compensation via a tuition-free college class were offered. It could be argued that this might be a precedent toward an undesirable position of teachers receiving additional pay for working with interns.

In contrast, however, the very opposite may occur. Through involvement in the internship program, teachers may become more committed to continuing their professional education through university classes. This argument holds that every opportunity should be taken to encourage and involve teachers in enhancing their profession. Some initial degree of course credit would enhance rather than deter commitment to internship and the teaching profession. Such a practice would strengthen the working relationship between the university and the teaching field. Also, over time the university would benefit by providing an initial incentive for teachers to enroll in graduate classes.

Conclusions and Recommendations

The major conclusion from this survey is that interns and teachers felt that the internship program was a very valuable professional experience. Its strengths included a clearly defined manual, provision of meaningful inservices, and scheduled follow-up visits which were related to each of the inservice sessions. Work by college supervisors was highly regarded by participants in the program.

Although the program was perceived positively, some adjustments need to be considered:

1. The inservices may no longer need to emphasize some topics such as basic planning procedures or the Common Essential Learnings. New topics such as models of instruction and revised provincial curriculum guidelines need to replace former topics as the process of change occurs in provincial education. Materials used in the inservices need to be changed periodically to avoid repetition for cooperating teachers who have worked with interns in previous years.

2. A movement toward a more activity-oriented format during the inservices is needed.

3. Separate intern-cooperating teacher sessions should be scheduled into the inservices.

4. The Internship Manual needs to be edited, although it contains many excellent references and essential guidelines for the program. Specifically, some orientation to make the manual more positive is warranted. Also, there should be a greater focus on students and learning rather than on merely the observation of teacher behaviors.

5. Although there is support for the Bates Award, many teachers and interns appear to question the value of this award. Consideration needs to be given to abandoning the award or re-defining it for some other purpose. Although excellence in instruction ought to receive special recognition, there appears to be many difficulties in operationalizing procedures for such recognition. The variations in philosophy on good teaching and the unique circumstances within each teaching situation may prevent the Bates Award from becoming the prestigious award for which it was originally intended.

6. Some thought for accommodating experienced cooperating teachers in the program needs to be considered. These teachers should play a greater leadership role in the inservices.

7. The intrinsic reward for working with interns appears to be a sufficient reward for many cooperating teachers, although exploration of avenues such as course credit or reduced tuition for classes to encourage teachers to pursue further professional training through graduate studies is warranted.

Even though the internship program appears to be an effective approach to the practicum portion in the teacher education program, it nevertheless needs some adjustments and revision if it is to retain a leading role in the continually changing

educational scene. To maintain its role on the cutting edge of teaching, the program must continue to balance feedback based on the practical experiences in classrooms with research and theory about quality instruction. This is not to imply that effective instruction and research/theory are diametrically opposed. In contrast, they are symbiotic, and the role of the internship program is to continue to design structures and procedures which will enhance this symbiotic relationship.

APPENDIX A

QUESTIONNAIRE

FEEDBACK ON THE INTERNSHIP PROGRAM

DIRECTIONS

1. Mark with an X in the appropriate space.
2. Please write freely wherever you see fit. It is important that you have the opportunity to express your most important thoughts and feelings about any aspect of the program.

CHECK ONE

____ Intern

____ Cooperating Teacher

CHECK ONE

____ Elementary

____ Middle Years

____ Secondary

The following items were part of the inservice sessions during internship. How valuable were they?

Mark an X on the appropriate place on each line.

N.A. = Not applicable - Not included in the inservice session.

Inservice #1

	NOT WORTHWHILE 1	2	3	4	VERY VALUABLE 5	N.A.
						_____
Professional Attributes						_____
Dialogue on Pairs						_____
Classroom Management Information						_____
Review of the Intern's Lesson Plan						_____

	NOT WORTHWHILE			VERY VALUABLE	N.A.
Unit Planning Information	1	2	3	4	5	_____
Videotape of Supervision Cycle	1	2	3	4	5	_____
Supervision Cycle	1	2	3	4	5	_____
Pre and Post Conferencing	1	2	3	4	5	_____
Data Collection Information	1	2	3	4	5	_____
Peer Groups Discussion on Concerns and Expectations	1	2	3	4	5	_____
Contract for Internship	1	2	3	4	5	_____

Inservice #2

Information in the Manual on Classroom Management	1	2	3	4	5	_____
Completion of Action plan for Classroom Management	1	2	3	4	5	_____
Discussion of Incidents on Classroom Management	1	2	3	4	5	_____
Data Collection Information on Classroom Management	1	2	3	4	5	_____

Inservice #3

Information in the Manual on Questioning	1	2	3	4	5	_____
Information in the Manual on Responding	1	2	3	4	5	_____
Analysis of Personal Script on Questioning Behaviour	1	2	3	4	5	_____

	NOT WORTHWHILE			VERY VALUABLE		N.A.
Analysis of Personal Script on Responding Behaviour	1	2	3	4	5	_____
Data Collection Information on Questioning/Responding	1	2	3	4	5	_____
Mid-term Evaluation	1	2	3	4	5	_____

Inservice #4

Models of Instruction	1	2	3	4	5	_____
Discussion of an Individual "unreached" Student	1	2	3	4	5	_____
Action Plan for Rest of Term	1	2	3	4	5	_____
Directions for Final Evaluation	1	2	3	4	5	_____

Over-all, rate your participation in the internship	1	2	3	4	5	_____

Internship Manual

1. How clear is the information?

NOT CLEAR — VERY CLEAR

|------|------|------|------|------|
1 2 3 4 5

2. Is the size/volume of the manual adequate?

TOO SMALL — TOO LARGE

|------|------|------|------|------|
1 2 3 4 5

3. What things should be omitted?

4. What things should be added or amplified?

Bates Award

Do you have any feelings or suggestions about the Bates Award (for outstanding teaching performance by interns). eg. Should it be continued? Is it worthwhile? What percentage of interns should receive the award? Criteria for selection? Who should do the selecting?

Recognition for Cooperating Teachers

How -- or should -- teachers receive more recognition for their work in the internship program? Which alternative is most appropriate? Select one.

____ Working with interns is a professional responsibility and the intrinsic rewards of working with another person in the classroom is sufficient.

____ At least some token recognition in the form of a letter, certificate of recognition, small gift, eg. would be adequate.

____ Teachers should receive credit for taking a university half-class after working with interns.

____ Teachers should be able to be take a university class of their choice after working with interns.

____ Other (specify)

The Inservice Seminars (Write your responses.)

1. Should some things be emphasized more? (Specify.)

2. Could some things be reduced in time or emphasis? (Specify.)

3. Should some things be omitted? (Specify)

4. Time (Select one.)

____ Time should be increased to emphasize more/different things (e.g. Make the two half-day sessions into full days.)

____ The amount of time is appropriate now.

____ Reduce the time on the inservices.

5. Were the inservice seminars delivered in an appropriate manner?

6. Was the in-school follow-up to the inservice sessions adequate?